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Argumentation and Debate. By J. V. DENNEY, C. S. DUNCAN, and F. C. MCKINNEY. New York: The American Book Co., 1910. Pp. 400. \$1.25.

The college instructor whose business it is to teach argumentation, either as a branch of rhetoric or as the art of debating, will welcome an opportunity to examine this new text. Like all books of a similar character, this text has its peculiar merits and its peculiar defects. As a ready-reference text for both student and instructor it possesses superior worth. It presents the various aspects of argumentative theory in a condensed form, and contains a wealth of illustrative material. Furthermore, the exercises that supplement each chapter are suggestive and practicable, while the "selections" which comprise Part II are well adapted for analysis and briefing. The emphasis placed upon the legal point of view in handling evidence should prove effective in teaching the student to exercise great care in the management of his arguments. In general, it may be said that the authors have wisely guarded against the pedantry of attempting an exhaustive treatment, without sacrificing too much that is essential in the study of constructive theory. It is this very commendable aim, however, that has given rise to such slight defects as the book contains.

In the first place, the treatment may be regarded as somewhat fragmentary, both as to chapter divisions and as to the organization of the subject-matter within each chapter. In working for brevity the authors have sacrificed a certain coherence of structure, a circumstance which is apt to be a trifle disconcerting to the student who must find his own way through the text. The one hundred and six pages devoted to the theory of argumentation read much like a compilation of excellent lecture-notes, with omissions a-plenty to be supplied by the lecturer as occasion demands. The rhetoric of argument, for instance, is treated in a scant eight pages in the very last chapter, while three chapters, comprising sixty-one pages, more than half the text, are devoted to "evidence" and the "modes of reasoning." Skilful presentation of arguments involves something more than the ability to test inferences and evaluate evidence; it comprehends a thorough knowledge of organization—a clear perception of the function of each of the rhetorical divisions in a completed piece of reasoning, and a mastery of the principles which enable the debater to determine, in any given case, how best to adapt his discourse to the requirements of the occasion.

In the second place, it is to be doubted whether, in their endeavor to meet the practical needs of the debater, the authors do well to set up the principles of logic as the final test for the validity or the invalidity of arguments. The basis of an inference, at least in matters involving divergent opinions, is almost never the premise of a syllogism. Every judgment rests ultimately upon a ground of inference so complex in character as to baffle any attempt to phrase it adequately within the limits of a single generalization. The machinery of logic is here serviceable merely to discover the necessity of a closer scrutiny of the tangle of so-called "facts" that lies back of belief, not as a trap to catch the unwary. If it be granted that the real purpose of a course in argumentation is to develop the student's critical faculty in forming opinions rather than mere skill in controversy, then any considerable dependence on the machinery of logic is likely to foster sophistication at the expense of candor.

Though it is to be regretted that so excellent a text does not present some of the broader considerations of the ideal function of argumentation, together with a more comprehensive analysis of the organization and the development of a piece of argumentative discourse, the authors have succeeded admirably in what was doubtless

their primary purpose—to furnish a useful handbook for an inductive study of the art of debating, without overburdening the student with the dreary abstractions of rhetorical theory.

Essentials of Exposition and Argument. By WILLIAM TRUFANT FOSTER.
Boston: Houghton Mifflin Co., 1911. Pp. vi+244. \$0.90.

This work supplies a long-felt need in secondary schools—a text that reduces to a minimum the usual difficulties attending the teaching of exposition and argumentation. The author's purpose is to teach the student how to work for himself. Aside from lucidity of presentation, the treatment is characterized by logical organization based upon sound pedagogical principles. The student is encouraged to employ the principles of critical analysis in his own thinking about subjects that are easily within the range of his own experience. Moreover, the ideal fostered throughout the text is not, as is frequently the case, the attainment, of mere argumentative skill, but candor and fair-mindedness in seeking to come to right conclusions concerning questions about which there is an intelligent difference of opinion. The employment of a series of exercises requiring the co-operation of the whole class, and based upon a single question carried through the various stages of the developing theory, is especially commendable; it gives to the student's work a continuity which frequent assignments of a more or less unrelated character render impossible. By means of this simple teaching-device the author secures the sustained effort that is so necessary to any piece of creditable workmanship. The tests of evidence and the sources and methods of using evidence are adequately presented and freely illustrated, while the exercises at the close of each chapter are both interesting and practicable.

It may be objected that the title, *Essentials of Exposition and Argument*, is misleading, in that the author treats exposition more as a point of departure than as a component part of the text. But when it is remembered that argumentation is only a special kind of explanation, and that all good argument is dependent upon lucid exposition, the author's method of treatment finds ample justification.

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The Study of History in Secondary Schools. Report to the American Historical Association by a Committee of Five: ANDREW C. McLAUGHLIN, Chairman, CHARLES H. HASKINS, CHARLES W. MANN, JAMES H. ROBINSON, and JAMES SULLIVAN. New York: Macmillan, 1911. Pp. 72. \$0.25.

The Committee of Five, appointed at Madison in 1907 to revise the report of the Committee of Seven published in 1899, has but few changes to recommend in the scheme for historical study in the secondary schools proposed by the other committee. After a careful canvass the new committee believes that "the schools are taking history more seriously than they did ten years ago." This is an encouraging word for teachers of history, and it means both that more time is being given to history in the curriculum and that more care is being taken to select trained teachers of history for the history classes. Indeed, the Committee is hopeful that a four-year course in history in the high schools will become quite general. At present the Committee finds thirty-eight out of ninety schools circularized offering the four-year course, and forty-two